

Highfield South Farnham Primary School

Whole School Provision Map:

Managing Effective Wave 1 Quality First Teaching – Including All Pupils in all areas across the curriculum

Teacher understands and plans to overcome barriers to learning	A range of teaching and learning styles are used	Appropriate learning objectives are set for all children	All children are clear about their learning targets	Formative assessment informs planning of next steps in learning
Questions are pitched / differentiated to challenge all children	On-going monitoring, review and evaluation of impact of teaching on learning	Personalised learning – looking at strengths and needs of whole child (including language, cultural needs & confidence)	Teacher holds responsibility for the teaching of pupils with special educational needs	Emphasis on consolidating learning across the curriculum and ensuring cross-curricular links
Wide range of resources used to foster independence for reading, writing and mathematics	Ensure that difficulty in one area does not hold a child back in other areas – eg reading material level	Independent learning is emphasised by teachers and support staff	Guided reading texts are at pupils` instructional level and matched for age and interest	All adults involved in a child`s learning (+ parents/carers) liaise regularly and review and update plans and approaches
Strategies, teaching style and resources are adapted where /when necessary	A multi-sensory approach to teaching and learning is embedded in teaching and learning across the curriculum	Sufficient attention given to teaching phonics in Reception and Year 1	School`s access policy caters for all children	Speaking and listening planned for across the curriculum
Flexible grouping for subject areas – according to task, strengths & learning preferences	Pupil involvement in self-assessment, setting targets, establishing learning style and reviewing learning	Opportunities provided to rehearse, practise and generalise skills and knowledge (eg compositional writing)	Teachers plan for smooth transition in learning from class to class	ICT is used effectively to support learning
School adopts a 3-way feedback process: <ul style="list-style-type: none"> • teacher to pupil • pupil to teacher • immediate during lesson 	Visual class timetables are used in every classroom across the curriculum stages	Seating and desks are differentiated appropriate to age	Differentiated resources to meet individual needs across the Wave 1 provision	Instructions and explanation are shared with children in language appropriate for their age/stage

Key Stage 1 and 2

<i>Area of Need</i>	<i>Catch – Up Wave 2</i>	<i>Targeted and Specific Intervention Wave 3</i>
<i>Communication and Interaction</i>	Time to Talk - TA Emotional support - HSLW (Home School Link Worker)	Speech Therapy - trained TA and CT Social Skills groups - HSLW Focus Groups - Qualified Teacher
<i>Cognition and Learning</i>	Handwriting Groups - TA Phonics interventions - TA Additional monitoring in class - CT Daily reading – TA/CT	Personalised Learning - CT Focus Groups – Qualified Teacher 5 minute box - TA Aceleread/Acelerwrite - Senco/Trained TA Precision Teaching - Trained TA Written Language programme - TA Phonological Awareness programme
<i>Social, mental and emotional health</i>	Positive Book Emotional Support - HSLW	Social Skills Groups - HSLW Relevant support from CAMHS if required
<i>Sensory and Physical</i>	Gross motor groups – TA/CT Fine motor groups - TA/CT	Jump Ahead - Trained TA Physiotherapy - Trained TA/CT Occupational Therapy - Trained TA/CT Write from the Start – Senco & TA Speed Up - Senco & TA